Elburton Primary School

Marking & Feedback Policy

	February 2022	Policy Review Date
1	9th February 2020	Policy Agreed
Version	**Date**	**Description**

We believe feedback and marking should provide constructive feedback to every child, focussing on success and improvement needs against the learning objective, enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Marking and feedback should:

- Be manageable for teachers and children.
- Relate to learning the objective, which need to be shared with children.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement and development.
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities.
- Take a sensitive approach (where attainment is based on that person's previous attainment) within the context of marking towards the learning intention.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Give immediate feedback and guidance on misconceptions through 'live' marking.
- Inform future planning and individual target setting.
- Be accessible to children
- Use consistent codes throughout the school.
- Ultimately be seen by children as positive in improving their learning
- Encourage and teach children to self-mark or pair mark wherever possible before the teacher works with the child.
- Where possible mark with the child.
- When working with a group, mark that group with them to give them instant positive feedback or next step.

Children will be given time to respond to marking.

Editing is a key part of the curriculum and is considered to be a key skill in the writing process. Children use 'Purple Polishing Pens' to correct misconceptions and edit their work. This is done both independently and in mixed ability pairings.

Success criteria are provided for the children throughout the school to aid children in the writing process and for children to self-assess against these criteria after writing has taken place. In Year 6, this is very restricted and children are given simplified criteria without any examples to ensure independent application of skills.

Occasionally, when children are ready, word classes will be underlined using agreed colour codes to develop children's understanding.

Some pieces will be peer marked where appropriate. At these times, children will comment on the strengths of the piece of learning and suggest a development point.

Consistent Code

- Green Pen to be used
- V = Verbal feedback in response to live feedback
- I = Independent Work (can be used as appropriate especially for the youngest children)
- S = Supported Work
- GW = Guided Work
- SM = Self Marking
- PM = Peer Marking
- Tick = correct   Dot = Wrong
- T or ⟹ (For Target or Next Step)
- DT = Deeper Thinking

Live marking is encouraged as the preferred way of marking. Adults working in class will mark correct work and identify misconceptions at the point of need to move learning forwards.

Written outcomes will be marked to GHaSP expectations and age appropriate non-negotiables will be used to identify misconceptions and errors.   Where applicable, this principle is to be applied in other subject areas.

- **G = Grammar**
- **Ha = Handwriting**
- **Sp = Spelling**
- **P = Punctuation (non-negotiables for year groups)**

The word or phrase in question may be highlighted using a yellow highlighter to direct the child to the correction. With older children, UKS2, there is an increased emphasis on independent writing and GHaSP letters are written in the margin for the children to identify their own mistakes. This is phased out during Term 3 in Year 6.